

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 79 FEB - 5 PM 2:23 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Del Valle ISD	227-910		
Vendor ID #	ESC Region #		
	13		
Mailing address	City	State	ZIP Code
5301 Ross Road Suite 105	Del Valle	TX	78617

Primary Contact

First name	M.I.	Last name	Title
Irma		Guerra-Scott	Grant Administrator
Telephone #	Email address		FAX #
512-386-3004	Irma.GuerraScott@dvisd.net		512-386-3045

Secondary Contact

First name	M.I.	Last name	Title
Jena		Gonzalez	Grant Specialist
Telephone #	Email address		FAX #
512-386-3040	Jena.gonzalez@dvisd.net		512-386-3045

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kelly	K	Crook	Superintendent
Telephone #	Email address		FAX #
512-386-3010	Kelly.crook@dvisd.net		512-386-3015

Signature (blue ink preferred)

Date signed

2-5-18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

N/A

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.		N/A	
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227910

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Dailey Middle School
 Del Valle Middle School
 Ojeda Middle School
 Del Valle High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

The Mission of Del Valle ISD, the fearless educational leader that binds a growing and progressive community, is to empower and inspire our students to be world-class visionaries who navigate challenges and think critically as valued, productive contributors and socially responsible leaders in a diverse, global society through a commitment to our beliefs, innovative practices, and collaborative efforts of all stakeholders. Two of the Del Valle ISD School Board & Superintendent Goals for 2017-2018 academic year include specific goals that the 2018-2019 Technology Lending Grant will help the District achieve. Goal 1: *continue to ensure every student has access to technology and online resources to achieve excellence in all areas* and Goal 2: *Develop and implement a plan to improve the Special Education and Bilingual and ESL programs; with reports on progress and outcomes provided to the Board each grading period.*

The District has determined the following District-Wide Data Trends from the 2016-2017 TAPR:

Del Valle Independent School District (DVISD) is a unique and growing district outside of a large urban district in Central Texas that served 11,240 in the 2016-2017 school year in Grades PK – 12. Each grade level consists of approximately 900 students, ranging from 473 students in Pre-Kindergarten to 1,094 in Grade 9. Student population is comprised of, 8.8% of the students are African American; 83.4% of the students are Hispanic; 5.7% of the students are White, and less than 1% of the students are American Indian, Asian, and Pacific Islander. The student population in DVISD is overwhelmingly Economically Disadvantaged (87%), significantly higher than that at the state level (59%), and 72% of students are At-Risk of not completing high school. English Language Learners (ELLs) constitute 37.6% of the student population which is almost two times higher than that of the State (18.9%). The Bilingual/ESL Education program serves 4,139 students, which is 36.8% of the population. The Career and Technical Education program serves more than 3,577 students, which is 31.8% of the students in the district. There are approximately 1,162 students in the Special Education program, which is 10.3% of the student population.

Reading Performance: Student performance for Reading is approximately 20 percentage points below the state level in all grades.

English Language Learner Performance: Student performance for ELLs is between 17 to 25 percentage points below the state level for all grades and all subjects.

Special Education Performance: Student performance for SPED is between 32 to 48 percentage points below the state level for all grades and all subjects.

Current Needs: Ensure targeted students with off campus technology needs have access to technology devices and at home internet connectivity to utilize District instructional resources. In addition, other needs are, 24 hour off campus access to online instructional resources, increase reading and comprehension skills for targeted students, increase the reading progress and academic achievement in English Language Learners and Special Education students, and increase student autonomy and soft skills.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Target Population: Economically disadvantaged students including, English Language Learners and Special Education students who do not have access to a device and internet connectivity off campus.

Project Overview:

- 30 Chromebook devices coupled with 30 Kajeet SmartSpot devices will be available to checkout for off campus use for Dailey Middle School, Del Valle Middle School, and Ojeda Middle School students
- Del Valle High School is almost all one-to-one device take home capability, therefore the additional 25 devices will be for students who have not been provided with a device. In addition, 25 Kajeet SmartSpots will be available for high school students to check out for home internet connectivity
- Device checkouts will be inventoried and managed in Follet Destiny by the campus librarian
- Devices will be equipped with loss prevention software and insurance
- Devices will be managed for responsible and safe internet use

Program Evaluation: Collecting and analyzing data that includes: student, parent, teacher, and other stakeholder surveys, GoGuardian student internet usage data, student device check-out data, student discipline/attendance data, teacher assessments, District benchmark, STAAR scores and number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level at the beginning and end of the grant period.

Goals and Objectives: English Language Learners, Special Education Students, and Economically Disadvantaged students that do not have a device and internet connectivity off campus will be able to check out devices for off campus use. Having extra time to access digital instructional resources to study and complete assignments will continually increase student progress in Reading and other core subjects.

Measurement Tools:

- Student, Parent, Teacher, other stakeholder program surveys
- Teacher use patterns (percentage of teachers using computer-based technologies on a variety of instructional and instruction-related tasks)
- Student use patterns (percent of students using computer-based technologies on a variety of instructional and instruction-related tasks and internet usage data)
- Student performance data (continuous academic progress made on teacher assessments, benchmarks, STARR, attendance and discipline data)
- Program evaluation data (number of students serviced, student achievement data, and condition of devices at the end of the year)

Sustainability: At the end of the grant period, the program will be analyzed by reviewing data to determine the level of success achieved. Should data reflect an increase in student achievement, the Technology Department will request funding to pay for Kajeet Smartspots to continue the student device check-out program.

Request:

- Total amount requested **\$97,704.68**

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$28,230.29	\$	\$28,230.29
Schedule #9	Supplies and Materials (6300)	6300	\$56,730.30	\$	\$56,730.30
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$84,960.59	\$	\$84,960.59
Percentage% <u>indirect costs</u> (see note):			N/A	\$12,744.09	\$12,744.09
Grand total of budgeted costs (add all entries in each column):			\$84,960.59	\$12,744.09	\$97,704.68

Administrative Cost Calculation

Enter the total grant amount requested:	\$84,960.59
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$12,744.09

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$0.00
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$28,230.29
(Sum of lines a and b) Grand total		\$28,230.29

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 227910		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$56,730.30
Grand total:		\$56,730.30

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #10—Other Operating Costs (6400)</u>		
County-District Number or Vendor ID: 227910		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0.00
Grand total:		\$0.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 227910

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	4,967	87.0%	TAPR Report 2016-2017
Limited English proficient (LEP)	2,169	38.0%	TAPR Report 2016-2017
Disciplinary placements	103	1.8%	TAPR Report 2016-2017
Attendance rate	NA	94.9%	TAPR Report 2016-2017
Annual dropout rate (Gr 9-12)	NA	2.3%	TAPR Report 2016-2017

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							830	855	881	1,094	821	632	596	5,709

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

State and federal law both outline the requirement for schools to conduct a comprehensive needs assessment (CNA) as part of the planning and decision-making process. The purpose of a CNA is to examine multiple sources of data (Disaggregated STAAR, TELPAS, EOC, TPRI, PEIMS Reports, Discipline Referrals, Staff Development, Survey and Interviews of Students/Staff/Parents, and Special Student Populations, etc.) to identify the priority needs and direction for the school. Each campus forms a Campus Advisory Committee, comprised of school administrators, teachers, paraprofessionals, parents, and community members, to review data and devise the campus goals and objectives for the year. The Goals will identify the focus of the campus improvement planning for everyone in the District. The campus objectives will be measurable annual targets for achieving each stated goal. Once the CNA is completed the campus will construct its Campus Improvement Plan (CIP). The campus improvement plan (CIP) serves as the blueprint for how the campus will actually address and prioritize the needs identified from the CNA. Del Valle ISD utilizes Plan4Learning web-based software that enables the District/Campuses to develop and update campus improvement plans that are in full compliance with state and federal laws. The campuses are required to review/update their CIP four times a year in the months of November, January, March, and June.

Based on teaching models used and available data, campuses were identified as having the greatest academic progress potential if awarded due to a high percentage of students lacking the availability of off campus devices and internet connectivity. In addition, low reading scores and existing implementation of the Blended Learning instructional model increases the need for off campus technology support.

The following data was extracted from 2016-2017 School Report card which was based on 2015-2016 data.

Dailey Middle School: 95% Attendance Rate, 86% Economically Disadvantaged, 39% English Language Learners, 11% Special Education, and 15% Mobility Rate, Reading 2017 STAAR approaches grade level is 58% (14% below State)

Del Valle Middle School: 96% Attendance Rate, 87% Economically Disadvantaged, 38% English Language Learners, 11% Special Education, and 15% Mobility Rate, Reading 2017 STAAR approaches grade level is 65% (7% below State)

Ojeda Middle School: 95% Attendance Rate, 88% Economically Disadvantaged, 36% English Language Learners, 14% Special Education, and 19% Mobility Rate, Reading 2017 STAAR approaches grade level is 61% (11% below State)

Del Valle High School: 93% Attendance Rate, 78% Economically Disadvantaged, 17% English Language Learners, 11% Special Education, and 19% Mobility Rate, Reading 2017 STAAR approaches grade level is 54% (18% below State)

English Language Arts and Reading (ELAR) is Del Valle's main instructional focus. At the beginning of the school year a Technology Needs Assessment survey was sent home for parents to complete. The survey asked three questions: 1.) Do you have a home computer? 2.) Do you have home internet service? and 3.) Do you have a mobile device? Based on survey results, 67.5% of the middle and high school student population do not have access to a home computer. On average 45.75% of the middle and high school population do not have access to a home device, such as, a tablet or smartphone. On average 59.25% of the middle and high school student population do not have access to home internet service. The High School has already implemented the Blended Learning instructional model across the curriculum and the Middle Schools are rolling it out in Social Studies classes. Blended Learning involves student access to digital instructional resources as part of the learning process. This strategy allows students access to tutorials and instruction on an individual need basis both in and outside of the classroom. Examples of Blended Learning Resources are: Duolingo, Khan Academy, digital textbooks, Google Classroom, Nearpod, and Google Read & Write. Students and teachers can collaborate, communicate, and question/comment by using these instructional resources: Google Classroom, Today's Meet, Google Docs, Social Media, YouTube, Twitter Communication, Gmail/Outlook, Remind, and Zoom or Google Hangout video conference.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Continue to ensure every student has access to technology devices and internet to utilize District instructional resources	Students currently without access to devices and internet at home will be able to check out a Chromebook coupled with a Kajeet SmartSpot to take home for a study tool and/or assignment completion.
2.	Allow 24 hour access to online instructional resources	The Kajeet SmartSpot coupled with a Chromebook will provide anywhere and anytime internet access off campus to students.
3.	Increase reading and comprehension skills for all students	Google Read & Write , is an extension built into the Google Chrome browser, which offers support with everyday tasks. Examples are, reading text out loud, understanding unfamiliar words, researching assignments and proofing written work.
4.	Increase the reading progress and academic achievement in English Language Learners and Special Education students	These Special Population students will be able to check out devices for off campus use to increase their learning time. Google Read & Write and bilingual digital textbooks that are available are just two instructional resources that will help these students increase academic achievement. SpEd Resource students will work through the MindPlay program daily.
5.	Increase student autonomy and soft skills	Autonomy will be achieved through the increased uses of technology. Technology such as laptops, iPads, and cell phones will allow kids to work independently on homework, research papers, and projects. Autonomous learners always take responsibility for their own learning by setting goals, choosing language learning strategies, and monitoring progress.

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Schedule #14—Management Plan

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	District Instructional Technology Specialist	Instructional Technology Specialists have administration rights to all instructional software, programs, and apps. Their familiarity with the programs will allow them to extract data for program review and adjustments on an ongoing basis.
2	Campus Librarians	Campus Librarians will be responsible for student check out and tracking in the District Resource Management software, Follett Destiny. The Library will also be a centralized location at each campus for student ease in device check out.
3	Campus Technology Assistants	Campus Technology Assistants will be available at each campus for student support services. They will troubleshoot device issues, communicate, and train students about appropriate device usage.
4		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Student device and home/bus internet connectivity check out.	1. June 2018 order Chromebooks/Kajeet SmartSpots	06/04/2018	06/08/2018
		2. July 2018 receive and inventory devices in Follett Destiny	07/02/2018	07/20/2018
		3. August 2018 devices available for student checkout	08/27/2018	05/20/2019
		4. August 2018/ongoing Communicate to all stakeholders the device check out program and availability. (Meet the teacher, website, flyers, teacher reminder, etc.)	08/27/2018	05/20/2019
2	24 Hour Online Access to instructional resource materials	1. August 2018 24 hour access is available through student device checkout	08/27/2018	05/20/2019
		2. August 2018/ongoing Communicate to all stakeholders the device check out program and availability. (Meet the teacher, website, flyers, teacher reminder, parent meetings, etc.)	08/27/2018	05/20/2019
3	Increase reading and comprehension skills for all students	1. Benchmark scores September/November/STAAR	09/28/2018	05/20/2019
		2. Ongoing teacher assessments	08/27/2018	05/20/2019
		3. Off Campus digital instructional usage data	08/27/2018	05/20/2019
4	Increase reading academic progress achievement in English Language Learners and Special Education students.	1. Benchmark scores September/November/STAAR	09/28/2018	05/20/2019
		2. Ongoing teacher assessments	08/27/2018	05/20/2019
		3. Off Campus digital instructional usage data	08/27/2018	05/20/2019
5	Increase student autonomy and soft skills	1. Off Campus digital instructional usage data	08/27/2018	05/20/2019
		2. Teacher/student collaboration data	08/27/2018	05/20/2019
		3. Benchmark scores September/November/STAAR	09/28/2018	05/20/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campuses within the Del Valle Independent School District are classified as Title I schools. Each campus operates a *Schoolwide* Title I Program. State and federal law outline the requirement for schools to conduct a comprehensive needs assessment (CNA) as part of the planning and decision-making process. The purpose of a CNA is to examine multiple sources of data (Disaggregated STAAR, TELPAS, EOC, TPRI, PEIMS Reports, Discipline Referrals, Staff Development, Survey and Interviews of Students/Staff/Parents, and Special Student Populations, etc.) to identify the priority needs and direction for the school. Each campus forms a Campus Advisory Committee, comprised of school administrators, teachers, paraprofessionals, parents, and community members, to review data and devise the campus goals and objectives for the year. The Goals will identify the focus of the campus improvement planning for everyone in the District. The campus objectives will be measurable annual targets for achieving each stated goal. Once the CNA is completed the campus will construct its Campus Improvement Plan (CIP). The campus improvement plan (CIP) serves as the blueprint for how your campus will actually address the needs identified from the CNA. Del Valle ISD utilizes Plan4Learning web-based software that enables the District/Campuses to develop and update campus improvement plans that are in full compliance with state and federal laws. The campuses are required to review/update their CIP four times a year in the months of November, January, March, and June. In each of those month the reviews must include the specifics of Goals, Performance Objects, Summative Evaluations, and recommendations for the following year regarding these categories. Should adjustments in the plan be necessary, the CIP will be revised to reflect the campus needs at the current time of review. The Campus Advisory Committee will be responsible for communicating and CIP changes to all stakeholders through faculty/parent/community meetings, email, and campus/district website pages. For purposes of accountability and fidelity of the CIP, District Specialists have access to review all campus CIP's to ensure compliance regarding required reviews and offer technical support as needed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 2018-2019 Technology Lending Grant will help the District achieve Board-Superintendent Goals for 2017-2018 which include a focus on technology, Special Education, and ELL students. Goal 1: *continue to ensure every student has access to technology and online resources to achieve excellence in all areas* and Goal 2: *Develop and implement a plan to improve the Special Education and Bilingual and ESL programs; with reports on progress and outcomes provided to the Board each grading period.* Del Valle Middle Schools and High School are implementing a Blended Learning instructional model which involves student access to digital instructional resources as part of the learning process. This strategy allows students access to tutorials and instruction on an individual need basis both in and outside of the classroom. Examples of Blended Learning Resources are: Duolingo, Khan Academy, digital textbooks, Google Classroom, Nearpod, and Google Read & Write. Students and teachers can collaborate, communicate, and question/comment by using these instructional resources: Google Classroom, Today's Meet, Google Docs, Social Media, YouTube, Twitter Communication, Gmail/Outlook, Remind, and Zoom or Google Hangout video conference. Currently, all seniors at Del Valle High School and Early College High School students are provided with Chromebooks. All ELA I, ESOL, and Foreign Language teachers have class sets of Chromebooks to use with their students and additional carts have been purchased to support students and teachers in science and social studies. Teachers have attended professional development in the Google Classroom instructional platform and blended learning rotation model instructional strategies. The Technology Lending Grant will continue to support the District/Campus Goals that are in place by adding Chromebooks and Kajeet SmartSpot for student check-out to all three Del Valle ISD middle schools and Del Valle High School to introduce them to the blended learning model that is being implemented and successful at Del Valle High School. The Grant project will be reviewed by the Campus Advisory Committee during quarterly CIP reviews to review student data related to the Technology Lending Grant (student Chromebook/Kajeet SmartSpot check out data, digital instructional resource(s) data on students that have utilized technology device(s) check out system, teacher – parent – student – other stakeholder surveys, etc.) and make any adjustments necessary to maximize project success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student, Parent, Teacher, other stakeholders program survey	1.	Favorable survey outcomes
		2.	
2.	Teacher use patterns	1.	Percentage of teachers using computer-based technologies on a variety of instructional and instruction-related tasks
		2.	Percentage of teachers providing homework/lesson plans online
3.	Student use patterns	1.	Percent of students using computer-based technologies on a variety of instructional and instruction-related tasks
		2.	Internet usage data
		3.	
4.	Student performance data	1.	Favorable attendance and discipline data
		2.	Continuous academic progress made on teacher assessments, benchmarks, and STARR
5.	Program evaluation data	1.	Number of students serviced
		2.	Condition of devices at the end of the year
		3.	Student achievement data

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student device and internet usage will be monitored by Instructional Technology Specialist on a weekly basis. The District's resource management software, Follett Destiny, will be used to manage the student check-out process. Data will be extracted from this software to determine the number of participants that were served and the length and frequency of device use. The GoGuardian software will have a dashboard view, for quick reference, to view internet usage of each student that has checked out a device. The software program will have many different avenues for extracting usage data to analyze. If it is determined that the student is not using the device or using it improperly, the Campus Technology Assistant will be contacted at the student's campus. A discussion will take place to determine if the student needs additional support or if the device needs to be turned back in. At any time, the students participating in this program can be monitored for attendance, discipline, and academic progress to evaluate the effectiveness of the program on an ongoing basis. By continuously monitoring usage and related data, the program implementation can be adjusted to achieve desired results.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227910

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through various bond projects and technology budgets Del Valle ISD has been able to expand the availability of technology resources to students and staff moving towards the goal of becoming a 1:1 student technology device district. Pre-kindergarten through second grade have three to five iPads, one teacher desktop, and 2-3 student desktops per classroom for student use. Third through fifth grade have 3-5 Chromebooks, one teacher desktop, and 2-3 student desktops per classroom for student use. Each Elementary campus two computer labs available that house thirty (30) computers each. Del Valle and Ojeda Middle Schools were able to purchase Computers On Wheels (COWS) that contain 30 computers for Social Studies instruction. The COWS provide a housing for the computers that allow for mobility, security, and charging of the devices. Del Valle High School has 1:1 Chromebook for all Senior and Early College High School Students. All campus libraries have COWS and iPads for classroom checkout. In the 2018-2019 school year all 11th grade classrooms will receive a class set of Chromebooks. None of the current technology available address the need of students who do not have a device or home internet connectivity. The Technology Lending Grant will enhance or current student technology availability.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227910

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

By 2020, 77% of all U.S. jobs will require computer skills (*US Department of Labor*). 11.6 million Students lack the minimum bandwidth for digital learning (*Education Superhighway*). The Mission of Del Valle ISD, the fearless educational leader that binds a growing and progressive community, is to empower and inspire our students to be world-class visionaries who navigate challenges and think critically as valued, productive contributors and socially responsible leaders in a diverse, global society through a commitment to our beliefs, innovative practices, and collaborative efforts of all stakeholders. The 2017-2018 Board-Superintendent Goal relating to technology, is to ensure every student has access to technology and online resources to achieve excellence in all areas. In addition, The Del Valle ISD Instructional Technology Department provides DVISD employees, parents, and students with invaluable tools and training on all district technology initiatives. It is the District's goal to facilitate innovative instructional practices that incorporate seamless and transparent technology integration through professional development, coaching, and instructional pilot programs. The District ensures that all technology experiences for our students and employees are safe and educational by providing education on cyber safety, Internet security, and best practices for technology use in the classroom. Every student receives digital citizenship training every year beginning in kindergarten. All students are required to sign a Responsible Use Technology Agreement (RUTA) annually. In addition, students and parents will have to sign a Chromebook Responsible Use Contract for off campus usage of Chromebooks and SmartSpots.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Del Valle ISD is a rural school district that encompasses 174 square miles so students are often on the bus for long time periods. If awarded, students will be able to complete assignments/study on the bus to and from school maximizing off campus time.

The Technology Lending Grant will enable Del Valle ISD to purchase 150 Kajeet SmartSpot devices for anywhere/anytime internet access. Kajeet provides a safe, affordable, mobile broadband solution called Education Broadband™ that connects disadvantaged students to the Internet outside the classroom. Our Education Broadband solution includes a Kajeet SmartSpot® device and the innovative Sentinel® cloud portal with controls that enable school districts to provide internet connectivity that is Children's Internet Protection Act (CIPA) compliant and education-only filtered Internet access to keep students focused on homework. Combine that with two nationwide networks for coverage, and you are ready to connect your students to any device, anywhere. The Kajeet SmartSpot will provide anywhere/anytime internet access for high school students that have already been issued a Chromebook but do not have access to the internet at home. Middle School students will have an opportunity to check out a Chromebook and a SmartSpot.

The Kajeet SmartSpot features:

- on-device menu screen and navigation keys allow the user to easily scroll through menus to get critical information-at-a-glance
- compatible with all industry-standard Wi-Fi capable devices across all operating systems
- easy view battery strength, signal strength, connected devices, password and more
- long battery life provides up to 8 hours of use on a single charge
- customizable settings in a Web UI provide features such as screen sleep settings to help extend the battery life
- supports the latest, most advanced security protocols required by some of the strictest school district VPNs, including IPv4 NAT and IPv6 Firewall
- unique Wi-Fi password
- MAC address filtering
- Wi-Fi privacy separation and hacker prevention features
- industry-standard Wi-Fi (802.11 b/g/n)
- custom-made, protective SmartSpot carrying case for device and accessories

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Grant will align with the campuses already moving towards a 1:1 device and providing online instructional resources. Students have class sets of textbooks but they do not typically take any textbooks home. For this reason, textbooks are available to students digitally for off campus access. At the beginning of the school year a Technology Needs Assessment survey was sent home for parents to complete. The survey asked three questions: 1.) Do you have a home computer? 2.) Do you have home internet service? and 3.) Do you have a mobile device? Survey results indicated that a high 50% or more of students do not have access to a device, internet, or both for off campus use. Instruction at all the campuses are moving towards the Blended Learning instructional Model. Blended Learning involves student access to digital instructional resources as part of the learning process. This strategy allows students access to tutorials and instruction on an individual need basis both in and outside of the classroom. Examples of Blended Learning Resources are: Duolingo, Khan Academy, digital textbooks, Google Classroom, Nearpod, and Google Read & Write. Students and teachers can collaborate, communicate, and question/comment by using these instructional resources: Google Classroom, Today's Meet, Google Docs, Social Media, YouTube, Twitter Communication, Gmail/Outlook, Remind, and Zoom or Google Hangout video conference. Students and teachers can collaborate, communicate, question/comment by using these instructional resources: Google Classroom, Today's Meet, Google Docs, Social Media, YouTube, Twitter Communication, Gmail/Outlook, Remind, Video Conference, and Zoom. Confucius' saying "I hear and I forget, I see and I remember, I do and I understand" applies to use of technology in the classroom. Integrating technology benefits both the teacher and the student by keeping students engaged in the material through a less linear mode of learning, letting students *do* more than just see and *hear*. If students are engaged they are more likely to attend school and less likely to have discipline issues.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Del Valle ISD has online textbooks so that students can complete any reading/homework assignments off campus. In addition to online textbooks, Del Valle ISD has other online instructional resources to individualize each student's academic need to ensure continuous progress is achieved in all student populations. Some examples are: **BrainPOP**, an award-winning provider of cross-curricular digital content including animated movies, learning games, quizzes, and other activities. **Google Read & Write** offers support with everyday tasks like reading text out loud, understanding unfamiliar words, researching assignments and proofing written work. **Flocabulary** help student's master academic content while building core literacy skills through engagement, mastery and student creativity. For easy access to all the digital instructional resources, every student and staff member at Del Valle ISD has ClassLink. **ClassLink** provides OneClick single sign-on into web and Windows applications, and instant access to files at school and in the cloud. Accessible from any computer, tablet or smartphone, ClassLink is ideal for 1:1 and Bring Your Own Device (BYOD) initiatives. Also available are Hoonuit (Formerly Atomic Learning), Campus Press, CK 12, Dreambox, Eduphoria, Gale, GSuite, Holt-McDougal, Houghton Mifflin Hartcourt, Jason Learning, Kahoot, Nearpod, Office 365, PBS Learning Media, Pearson, Renaissance Learning, SafeSchools, World B. Every grade level has access to these instructional resources to support learning in core subjects, English Language Arts & Reading, Math, Science, and Social Studies.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Del Valle ISD Board of Trustees called a bond election to be held November 4, 2014. **Voters passed the \$134.04 million bond proposition** for District-wide projects which included technology upgrades. This bond enabled Del Valle ISD to update its wireless infrastructure to 80211ac. This updated infrastructure supports the District's initiative to provide Chromebooks to students and staff, as well as the explosive growth in the use of Wi-Fi for a variety of purposes, ranging from guest access to student information systems and back-end administrative applications. It will support a classroom of 30 students all trying to stream video on an iPad and then multiply that by 30 classrooms or more, all trying to access the internet in some way. The benefits of this new wireless infrastructure is speed, range, and capacity which supports the District's initiative of BYOD (Bring Your Own Device) and 1:1 devices. Although the need for technology support has declined with the new infrastructure, Del Valle ISD is committed to supporting all students, staff, and stakeholders with any issues that may arise. Currently every campus has a Campus Technology Assistant (CTA) to support hardware, software, and connectivity issues in a timely manner.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227910

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The devices purchased with these grant monies will be inventoried and managed in the District's current resource management software, Follett Destiny. In order to offer technology devices and internet connectivity to as many students as possible, Del Valle's technology team will implement a check-out model in each of the schools. The District ensures that all technology experiences for our students and employees are safe and educational by providing education on cyber safety, Internet security, and best practices for technology use in the classroom. Every student receives digital citizenship training every year beginning in kindergarten. All students are required to sign a Responsible Use Technology Agreement (RUTA) annually. In addition, students and parents will have to sign a Chromebook Responsible Use Contract for off campus usage of Chromebooks and SmartSpots. In order for a student to initiate the check-out process the student must complete a *Technology Device Check Out Form*, which will be posted on the participating campus websites. The Google Forms document will ask these key questions: 1.) Do you have internet access at home? 2.) What is the assignment or activity that you need to complete? 3.) What websites or programs do you need to be able to access? The form will electronically be sent to the Librarian to prepare device(s) for check-out. Students will be able to check out the Kajeet SmartSpot devices, as well as Chromebooks for up to a week at a time. After each week, the student will be required to check-in the device at the Library but can turn around and recheck-out devices for another week if necessary to complete assignments. The campus librarian will be responsible for managing the check-out/check-in of the devices using Follett Destiny Resource Management software. The Instructional Technology Team will monitor student internet/instructional resource usage to maintain fidelity of the grant intent and purpose, to increase student achievement by providing off campus technology resources.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The devices purchased with this grant monies will be inventoried and managed in the District's current resource management software, Follett Destiny. This software includes the following benefits; **Manage:** Review all resource types effectively and efficiently: Print, digital, physical, services, staff, and more. **Discover and Deploy:** Make the most of the Destiny platform. Search and discover resources with Destiny Library Manager; assign and deploy them with Resource Manager. **Track:** Easily keep track of where and how your organization's assets are being utilized. **Assign Value:** Know the value of your assets from purchase price to current depreciated values. **Make Informed Decisions:** Correlate investment in assets to learning results. **Accountability and Availability:** Assign accountability for assets to specific individuals and ensure availability. **Reduce Loss:** Log assets that have been properly disposed of, salvaged, or sold. Del Valle ISD will insure all devices through Worth Ave. Group with a one year coverage and zero deductible. Losses covered include: Liquid Submersion, Cracked Screen, Accidental Damage, Vandalism & Theft, Fire & Flood, Earthquake & Natural Disaster, Tornado & Hurricane, Mechanical Failure, and Manufacturer Defect. GoGuardian is an anti-theft and internet filtering/monitoring software that will be installed on each Chromebook. This downloaded Google extension will enable the Instructional Technology team to monitor checked out Chromebook usage by each student that checked out a device. Each student's historical internet activity can be tracked easily on the administrator dashboard. The theft recovery component device will show the following information on the administrator dashboard: device serial number, last login user, a map of device location, and screenshot usage.

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